

## Textbook Alignment to the Utah Core – 3<sup>rd</sup> Grade Social Studies

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list  
([www.schools.utah.gov/curr/imc/indvendor.html](http://www.schools.utah.gov/curr/imc/indvendor.html).) Yes \_\_\_\_\_ No \_\_\_\_\_*

Name of Company and Individual Conducting Alignment: \_\_\_\_\_

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Social Studies – Grade 3

Title: \_\_\_\_\_ ISBN#: \_\_\_\_\_

Publisher: \_\_\_\_\_

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: \_\_\_\_\_%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: \_\_\_\_\_%

**STANDARD I:** Students show how environments and communities change over time through the influence of people.

Percentage of coverage in the *student and teacher edition* for  
Standard I: \_\_\_\_\_ %

Percentage of coverage not in student or teacher edition,  
covered in the *ancillary material* for Standard I:  
\_\_\_\_\_ %

**OBJECTIVES & INDICATORS**

Coverage in *Student  
Edition(SE)* and

Coverage in *Ancillary  
Material*

*Not covered  
in TE, SE or*

		<i>Teacher Edition (TE) (pg #’s, etc.)</i>	<i>(titles, pg #’s, etc.)</i>	<i>ancillaries ✓</i>
<b>Objective 1.1:</b> Predict how human activity will influence environments and communities.				
<b>a.</b>	a. Describe various environments; e.g., desert, plains, tropical, tundra, steppe, mountain, frozen, forest.			
<b>b.</b>	Identify the influence of people on environments and environments on people.			
<b>c.</b>	Describe changes in environments caused by human inventions; e.g., plow, steel, railroads, telephone, telegraph, automobile.			
<b>Objective 1.2:</b> Trace how indigenous cultures change over time.				
<b>a.</b>	Describe early people of the local area; e.g., American Indians, first settlers.			
<b>b.</b>	Create a time line for the local community.			
<b>c.</b>	Describe the early people of various environments in the United States.			
<b>d.</b>	Examine how indigenous cultures change over time.			
<b>STANDARD II: Students compare the indigenous people of the local area with the Inca of South America.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %</b>		<b>Percentage of coverage not in student or teacher edition, covered in the <i>ancillary material</i> for Standard II: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #’s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #’s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries ✓</i></b>
<b>Objective 2.1:</b> Examine the Inca of South America.				
<b>a.</b>	Identify the characteristics of mountain environments.			
<b>b.</b>	Describe the Inca of South America.			
<b>c.</b>	Create a time line for the Inca of South America.			
<b>Objective 2.2:</b> Compare the Inca of South America to the indigenous people of the local area.				

<b>a.</b>	Compare the environment of the local area with that of the Andes of South America.			
<b>b.</b>	Compare the local community with the community of the Inca.			
<b>STANDARD III: Students trace the development and emergence of culture in indigenous communities.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 3.1:</b> Describe the various factors that draw communities together.				
<b>a.</b>	Identify the elements of culture; e.g., language, government, religion, food, clothing.			
<b>b.</b>	Identify cultural elements that emerge as communities interact; e.g., roles, traditions.			
<b>c.</b>	Identify the contributions of the environment to cultural development; e.g., homes, agricultural products, clothing, industries, recreation.			
<b>d.</b>	Identify the aesthetic expressions of the community; e.g., art, music, dance, dram			
<b>Objective 3.2:</b> Compare the emergence of culture in the local area with the indigenous cultures of the United States.				
<b>a.</b>	Identify cultural characteristics of indigenous environments of the United States.			
<b>b.</b>	Compare community characteristics in the local region with other indigenous cultures; e.g., houses, clothing, jobs.			
<b>STANDARD IV: Students examine how government and economies develop as the indigenous community develops.</b>				

Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 4.1:</b> Explain the purpose of government.				
a.	Determine the need of people for government; e.g., maintaining order, justice for citizens.			
b.	Identify the role of government; e.g., make laws, require taxation, provide education.			
c.	Explore how the flag of the United States and the pledge of allegiance show patriotism.			
d.	Describe development of government in indigenous communities.			
e.	Describe development of government among the Inca of South America.			
<b>Objective 4.2:</b> Identify the factors that determine economic development.				
a.	Identify natural resources within environments that provide for community development.			
b.	Trace the emergence of occupations relative to available natural resources.			
c.	Identify producers and consumers in local communities.			
d.	Identify the relationship between producers and consumers, supply and demand.			
e.	Describe the economies of the local people and the Inca of South America.			
<b>STANDARD V: Students participate in activities that promote good citizenship.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard V: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard V: _____ %		
		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i>	Coverage in <i>Ancillary Material</i>	<i>Not covered in TE, SE or</i>

OBJECTIVES & INDICATORS		<i>Edition (TE) (pg #'s, etc.)</i>	<i>(titles, pg #'s, etc.)</i>	<i>ancillaries ✓</i>
<b>Objective 5.1:</b> Demonstrate basic citizenship skills.				
<b>a.</b>	Follow agreed-upon rules and accept responsibility for assigned tasks.			
<b>b.</b>	Listen to and consider the opinions of others.			
<b>c.</b>	Work within a group to establish acceptable behaviors and expectations.			
<b>d.</b>	Practice patriotic citizenship by pledging allegiance to the flag and showing respect for that flag.			
<b>Objective 5.2:</b> Identify ways to meet community needs.				
<b>a.</b>	Differentiate between personal and community needs.			
<b>b.</b>	Identify specific needs of the community.			
<b>c.</b>	Identify community needs that students can help fill personally.			
<b>STANDARD VI: Students use map skills to analyze the influence of physical features on the building of communities in the United States.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard VI: _____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VI: _____ %</b>		
OBJECTIVES & INDICATORS		<i>Coverage in Student Edition (SE) and Teacher Edition (TE) (pg #'s, etc.)</i>	<i>Coverage in Ancillary Material (titles, pg #'s, etc.)</i>	<i>Not covered in TE, SE or ancillaries ✓</i>
<b>Objective 6.1:</b> Examine maps and globes.				
<b>a.</b>	Identify oceans and continents of the world.			
<b>b.</b>	Locate the northern and southern hemispheres using the equator.			
<b>c.</b>	Locate the eastern and western hemispheres using the prime meridian.			
<b>d.</b>	Use grids, scales, and symbols to identify the physical features.			
<b>e.</b>	Differentiate among towns, cities, states, countries, and continents.			
<b>f.</b>	Compare natural and human-made boundaries.			

Objective 2: Recognize the physical features that influenced various community settlements.				
a.	Identify the physical characteristics of various environments.			
b.	List natural resources of various environments.			
c.	Locate on a map the regional settlements of indigenous communities of the United States.			
<b>STANDARD VII: Students make world connections by comparing the physical features of the United States with those of South America.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard VII: _____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VII: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 7.1:</b> Use map skills to locate South America.				
a.	Identify the hemisphere of South America.			
b.	Locate the Andes Mountains of South America.			
c.	Locate the countries of South America.			
d.	Identify various environments of South America; e.g., mountain, tropical, plains.			
<b>Objective 7.2:</b> Compare the physical features of the Andes Mountains with those of the local area.				
a.	Compare the physical features of the Andes Mountains with those of the local area; e.g., mountains, valleys, plateaus, plains, desert.			
b.	Compare the natural resources of the local community with those of the Andes Mountains.			